

NEW JERSEY STATE DEPARTMENT OF EDUCATION



GUIDELINES  
FOR THE EVALUATION OF TENURED  
TEACHING STAFF MEMBERS

JANUARY 1979

THESE GUIDELINES ARE NOT FORMAL RULES BUT ARE INTENDED TO ASSIST LOCAL BOARDS OF EDUCATION WITH THE IMPLEMENTATION OF N.J.A.C. 6:27-2.21.

# New Jersey State Board of Education

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## Preface

This document has been prepared to assist local school districts with the implementation of policies and procedures for the evaluation of tenured teaching staff members as required by New Jersey Administrative Code 6:3-6.21. The administrative guidelines contained herein are not formal rules but are recommended procedures and suggestions for effective implementation of those regulations.

This document will be useful to you in successfully implementing policies and procedures for the evaluation of tenured teaching staff members.

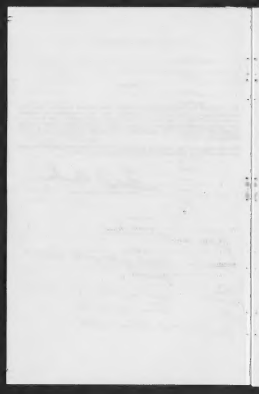
*John J. Burke*

Commissioner of Education

*Offer review for the Rev*

*Guidelines: Sept 10, 1971, appropriately certified  
personnel.*

*Memorandum*  
*Page 11* *Describe guidelines for a com-  
mittee representative  
and for tenured staff.*



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# STATEMENT

Dr. Fred G. Burke

Commissioner of Education

On July 4, 1938, the New Jersey State Board of Education adopted a set of regulations requiring the evaluation of all licensed teaching staff members except school superintendents. The protracted debate over this issue may have produced some misunderstandings over the content, intent, and implication of the new Administrative Code provisions.

Therefore, I want to take this opportunity to set the record straight. These misunderstandings apparently have developed over the following five major points:

The first area of contention concerns the purpose of the regulations and the intent of the new policy.

I believe the intent of the code is clearly stated. Its purpose is threefold. It was designed to promote professional excellence, improve systems-testing, and provide a basis for review of performance of teaching staff members. Clearly, these three purposes are interrelated.

The public wants excellence in public education. Excellence can be attained only if we are persistent in our efforts to critique and improve our educational services. Anyone's performance, whether they are students, teaching staff members, school board members, or state bureaucrats will improve as a result of periodic review. The public has a right to expect its employees to be properly supervised and evaluated. The public has a right to assume that professionals will strive to improve their skills and to keep up with developments within their fields of expertise.

A second area concerns how teaching staff members are to be involved in the development of local policies and procedures.

I would like to point out that the regulations clearly call for meaningful involvement by teaching staff members in the development of policies and procedures at the local level. The State Board of Education and the Department of Education have, I feel, been consistent in their advocacy of consultation with teaching staff members in developing and implementing new policies and procedures.

The purpose of consultation is to broaden one's information base by seeking the advice of knowledgeable sources. It is assumed that a broader information base will elicit better decisions.

A third area of possible misunderstanding seems concerned with whether school districts must develop individual job descriptions and what this would mean in terms of additional paperwork.

Job Descriptions are, I believe, widely used as a basis for personnel evaluation and are utilized in this manner in both the public and private sector and by many school districts in New Jersey. Job descriptions provide an excellent opportunity to identify the responsibilities of teaching staff members that are essential to the attainment of program objectives, to eliminate consideration of irrelevant personal traits, and to specify the tasks and responsibilities of all parties.



The regulations do not require a unique job description for each individual and the level of specificity is not defined. Discretion in this area is left to local boards of education, who must develop policies and procedures in consultation with tenured teaching staff members.

a fourth concern centers around test scores and their possible use as criteria for job performance.

The belief that test scores might be used to evaluate the performance of teaching staff members has been the cause of the most intense discussion over the regulations. Test scores are not specified in the code as a criteria of performance nor does the code accept test scores as an adequate single measure of pupil progress.

The code, as adopted, does not specify any criteria to be used for review of performance. The criteria to be utilized must be selected or developed under direction of the chief school administrator in consultation with tenured teaching staff members and be adopted by the local board of education. These criteria should be linked logically to the duties and responsibilities identified in the job description.

The State Board of Education has mandated that multiple indicators pupil progress be reviewed annually to determine if program improvements should be made or if changes in the performance of the teaching staff member are needed. This review is a separate aspect of the evaluation process. A summary of this review must be included in the annual evaluation report. The required review is the fulfillment of a professional responsibility to examine results and to consciously change direction when the results do not meet expectations.

We expect a doctor to reconsider his recommended treatment if the patient is not getting well. We recognize that his diagnosis is as much art as science, that even the best treatments do not work with all patients, and that the patients themselves often must share responsibility for the outcome of the treatment. Similarly we should expect teaching staff members to reconsider their methods if the desired results are not being achieved. However, we must recognize that teaching, counseling, and managing public schools still are arts rather than sciences, and merely identifying a learning problem does not point clearly to its solution. We have a right to expect a persistent search for the most effective methods, but we also must recognize our inability to control all the critical factors that influence student performance.

If the problem of poor reading could be solved by using a vaccine such as can be used to eradicate polio, the problem would have been solved. Unfortunately, learning problems are complex and their solution requires not only commitment by teaching staff but also commitment by the students, parents, local board members, and local taxpayers. The outcome of the public schools are a shared responsibility. The regulations recognize this complexity and therefore while requiring a review of pupil progress data, the regulations do not assume that the teaching staff member is solely responsible for the results attained.

The code clearly defines indicators of pupil progress in terms of multiple measures. Consideration of a single measure such as a standardized test would not be acceptable. Multiple measures are defined in M.J.A.C. 8-8-2-4 as: teacher observation, parental or guardian interview, formal and informal evaluation techniques, cumulative pupil records, student performance data collected through local testing programs which meet State criteria, State testing results and visual, auditory, and/or medical examination.

Finally, there is concern that the professional improvement plan requirement would become a punitive and unfair burden on teaching staff members.

Professional improvement plans should help us move toward the level of professional excellence that we all desire and should provide a focus for local professional development efforts. Existing provisions for grievance procedures and filing petitions of appeal with the Commissioner of Education provide adequate safeguards against misapplication of such improvement plans.

The professional improvement plan is intended to provide a guide to the professional development of teaching staff members. If specific recommendations are made in the plan, there should be a clear and logical link between the deficiency identified and the remedy agreed upon by the supervisor and the teaching staff member. Adequate time must be allowed to affect changes. Moreover, emphasis should be placed on attaining the desired level of performance in an identifiable skill area rather than upon the specific means of acquiring the skill. Teaching staff members may improve their skills as a result of self-study or by observing a demonstration by a supervisor rather than by formal training. Formal training is not always the best solution.

These regulations should provide us with additional means to improve our schools, with the understanding and support of the entire educational community, the regulations will work for the common good of all of New Jersey's students.

If we work together to improve constantly what we are doing, the public's faith in public education and its support of public education will continue to grow.

Behind these regulations, lies a conviction shared by the State Board of Education and myself that teaching staff members do make a difference--

crucial difference for the students we serve. I believe that good staff members are the key to a quality educational system and that they want feedback on their performance in order to improve that system. The value of this effort depends upon this willingness of professional educators to accept constructive feedback and to change direction when necessary in order to serve children more effectively. If these regulations are to have the desired effects, there must be a sound basis of trust, and trust requires collaboration and mutual support.

Section 11

NEW JERSEY ADMINISTRATIVE CODE 6-9-1.21

SUBTITLE A. STATE BOARD OF EDUCATION

CHAPTER 3. SCHOOL DISTRICTS

SUBCHAPTER 1. RULES AND REGULATIONS

AUTHORITY: N.J.S.A. 18A:4-15, 18A:6-10 et seq., 18A:18-1 et seq.,  
18A:29-14

6-9-1.21 Evaluation of tenured teaching staff members

(a) Every local board of education shall adopt policies and procedures regarding the annual evaluation of all tenured teaching staff members by appropriately certified personnel (N.J.S.A. 18A:5-1; N.J.A.C. 6:11-3.4).

(b) The purpose of the annual evaluation shall be to:

1. Promote professional excellence and improve the skills of teaching staff members;
2. Improve student learning and growth;
3. Provide a basis for the review of performance of tenured teaching staff members.

(c) The policies and procedures shall be developed under the direction of the district's chief school administrator in consultation with tenured teaching staff members and shall include but not be limited to:

1. Roles and responsibilities for implementation of the policies and procedures,

2. Development of job descriptions and evaluation criteria based upon local goals, program objectives and instructional priorities;
3. Methods of data collection and reporting appropriate to the job descriptions including, but not limited to, observation of classroom instruction;
4. Observations conference(s) between the supervisor and the teaching staff member;
5. Provision for the use of additional appropriately certified personnel where it is deemed appropriate;
6. Preparation of individual professional improvement plans;
7. Preparation of an annual written performance report by the supervisor and an annual summary conference between the supervisor and the teaching staff member.

(d) These policies shall be distributed to each tenured teaching staff member no later than October 1. Amendments to the policy shall be distributed within 10 working days after adoption.

(e) The annual summary conference between supervisors and teaching staff members shall be held before the written performance report is filed. The conference shall include but not be limited to:

1. Review of the performance of the teaching staff member based upon the job description;

1. Review of the teaching staff member's progress toward the objectives of the individual professional improvement plan developed at the previous annual conference;
2. Review of available indicators of pupil progress and growth toward the program objectives;
3. Review of the annual written performance report and the signing of said report within five working days of the review.

(f) The annual written performance report shall be prepared by a certified supervisor who has participated in the evaluation of the teaching staff member and shall include but not be limited to:

1. Performance areas of strength;
2. Performance areas needing improvement based upon the job description;
3. An individual professional improvement plan developed by the supervisor and the teaching staff member;
4. A summary of available indicators of pupil progress and growth, and a statement of how these indicators relate to the effectiveness of the overall program and the performance of the individual teaching staff member;
5. Provision for performance data which has not been included in the report prepared by the supervisor to be entered into record by the evaluator within 10 working days after the signing of the report.

(g) Local board of education policies for the evaluation of tenured teaching staff members, based upon but not limited to the above provisions, shall be developed during the 1978-79 school year and shall become operational September 1, 1979. These provisions are the minimum requirements for the evaluation of tenured teaching staff members.

(h) For the purposes of this section:

① Appropriately certified personnel means personnel qualified to perform duties of supervisors which includes the superintendent, assistant superintendent, principals, vice-principals, and supervisors of instruction who hold the appropriate certificate and who are designated by the board as supervisor instruction.

② Indicators of pupil progress and growth means the results of formal and informal assessment of pupils as defined in N.J.A.C. 8:28-3.4.

③ Individual professional improvement plan is a written statement of actions developed by the supervisor and the teaching staff member to correct deficiencies or to continue professional growth, timelines for their implementation, and the responsibilities of the individual teaching staff member and the district for implementing the plan;



4. Job description means a written specification of the function of the position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and district;
5. Observation conference means a discussion between supervisor and teaching staff member to review a written report of the performance data collected in a formal observation and its implications for the teaching staff member's annual evaluation;
6. Observation means a visitation to an assigned work station by a certified supervisor for the purpose of formally collecting data on the performance of a teaching staff member's assigned duties and responsibilities and of a duration appropriate to same;
7. Performance report means a written appraisal of the teaching staff member's performance prepared by an appropriately certified supervisor;
8. Supervisor means any appropriately certified individual assigned with the responsibility for the direction and guidance of the work of teaching staff members;
9. Teaching staff member means a member of the professional staff of any district or regional board of education, or any board of education of a county

vocational school, holding office, position or employment of such character that the qualifications, for such office, position or employment, require<sup>d</sup> him/her to hold a valid and effective standard,<sup>d</sup> provisional or emergency certificate, appropriate to his/her office, position or employment, issued by the state board of examiners and includes a school nurse; excluding the district superintendent of schools or, if there is no superintendent, excluding the principal

### III. Principles of Staff Evaluation

The following principles have been established by the Commissioner of Education to serve as a framework to guide the efforts of local school districts in developing or adapting programs of staff evaluation to meet the requirements of R.J.A.C. 28:3-1.11.

It is believed that these principles will pave the way to positive and collaborative approaches to staff evaluation, approaches that can be characterized by such terms as trust, cooperation, planning, and improvement. The regulations and these guidelines are intended to improve the learning experiences of students. This can only be achieved if professionals work together to use the evaluations as a positive force in the district. A good evaluation system will not only identify and remedy deficiencies, but will identify exemplary performances and good practices. All parties should support these positive approaches if the benefits of evaluation are to be realized.

These principles are intended to set the tone for good practice in supervision and evaluation and are the philosophical bases for the guidelines that follow.

#### Principles

- I. The evaluation program shall be based upon the local district and school general goals and program objectives.
- II. The evaluation program shall be in compliance with all prevailing state laws and regulations and district policies.
- III. Effective evaluation requires a commitment by all parties that only can be achieved through collaborative planning, implementation, and review of policies and procedures.
- IV. The purposes of the evaluation program should be clearly stated in writing and be well known to the evaluators and those who are to be evaluated.

- V. Supervisors should be properly certified and trained in the process of evaluation and supervision.
- VI. The responsibilities of teaching staff members should be defined in their job descriptions and this definition should serve as the basis of reference for evaluation.
- VII. These responsibilities should be defined via a process that ensures broad participation by all levels of staff.
- VIII. Staff should know who will conduct the evaluation and understand the process and procedures by which they will be evaluated in relation to their responsibilities.
- IX. Evaluations should be diagnostic as well as judgmental. The process should analyze teaching or other functions to improve the services provided to students.
- X. Evaluation should focus on activities and processes essential to the performance of the job and the supervisor should be familiar with the context in which these duties are carried out.
- XI. Evaluation should take into account influences on the work environment such as materials and other resources provided by the district.
- XII. The self-image and self-respect of staff should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.
- XIII. The nature of the evaluation should be such that it encourages creativity and experimentation in planning and guiding the experiences provided for children.
- XIV. The evaluation process should make ample provision for clear, personalized, constructive feedback and recognition of achievement.
- XV. The district and the supervisor should provide direct assistance to the teaching staff member who is attempting to acquire new skills.

## IV. Recommended Schedule for Implementation

### 1978-79

#### Winter

1. Review of current policies and procedures for evaluation of tenured teaching staff members.
2. Revision of current policies and procedures or development of new policies and procedures if necessary.
3. Attainment of technical assistance if necessary for the selection or development of policies and procedures.

#### Spring

4. Adoption of policies and procedures by the local board of education
5. Development of job descriptions for teaching staff members and preparation of a compilation of policies, recordkeeping procedures and other materials for supervisory staff and teaching staff members

#### Spring/Summer

6. Provision of in-service training for supervisory staff and tenured teaching staff members to implement the system adopted

### 1979-80

#### Fall

1. Distribution of policies and procedures to all tenured teaching staff members by October 1, 1979.

#### Fall/Winter

2. Observations, authorized data collection, and observation conferences as required.

## Spring

- 1 Drafting of the annual performance reports.
- 4 Collection of available indicators of pupil progress as required
- 5 Scheduling of annual summary conferences
- 6 Filing of performance reports including the summary of pupil progress data and the professional improvement plan.

## V. Development of Policies and Procedures

### A. Roles and Responsibilities

1. The local board of education should provide leadership, adequate resources for supervision and professional development, time to properly conduct evaluations and subsequent services to ensure that qualitative improvements occur as a consequence of staff evaluation.
2. Provision must be made for consultation with tenured teaching staff during the developmental phase of staff evaluation and consultation during implementation is encouraged.
3. The specific manner in which the "in consultation with tenured teaching staff members" is to be implemented is to be determined by each local school board. Individual access to the planning process should be achieved whenever practical and the consultation process should be structured in a manner that will accomplish this end. Involvement of organizational representatives as neither required nor prohibited. However it is unlikely that any one person could be representative of all teaching staff members and the process should be left open to those individuals who wish to provide information or otherwise contribute to the decisions on staff evaluation.
4. The evaluation policy clearly should state the responsibility of the evaluator to the evaluatee and vice versa.
5. The evaluation policy should state to whom and for whom each person is responsible in the evaluation process.
6. Provision should be made for a periodic review of the evaluation program by the local board of education and by teaching staff members.

### B. Job Descriptions

1. A job description is a written statement of qualifications, duties and responsibilities for a particular position. It may be based upon a formal or informal analysis of the job. The job description should tell what a teaching staff member is expected to do on the job.
2. All job descriptions in a district should use the same terminology and format. They should be brief and focus on the most essential activities.

3. A good procedure is to appoint a committee involving teaching staff members to guide the development of job descriptions and to assist with the completion of this task.
4. This committee might begin with the existing organizational framework. It is a good idea to review current functions. This procedure may uncover issues that require some change in the organizational framework or lead personnel to rethink their activities and their priorities.
5. Since some functions appear in many jobs, it may be efficient to identify some general functions for groups of positions, e.g., elementary teacher, counselor, elementary principal, etc. Additional functions could be added to the common set to prepare job descriptions.
6. Job descriptions should cover only school sponsored activities within or outside of the district.
7. There are manuals available for writing job descriptions. However, in general job descriptions should be written in the active and present tense, using operational verbs, common terminology, and a direct and simple style.

#### C. Evaluation Criteria

1. There are many possible criteria that could be selected to evaluate teaching staff members. The choices and their implications cannot be reviewed here. The regulations do not include criteria but instead set minimal requirements for policies and procedures.
2. There should be a clear rationale for the criteria selected and they should be linked logically to the performance of duties and responsibilities identified in the job description.
3. In general, it is better to select a short list of key criteria and focus on them rather than to adopt long lists that cannot be used effectively by supervisors.
4. Criteria which encourage collection of observable information on job performance are to be preferred over criteria which call for general subjective judgments.

#### D. Data Collection and Observation

1. Data on performance can be collected through observation, interviews, previous performance reports, and review of current records bearing on job performance. The methods selected should be appropriate to the criteria being employed and the responsibilities being evaluated.
2. The regulations require at least one observation but multiple observations are recommended.



3. Observations should be long enough to permit the supervisor to observe a complete performance by the teaching staff member. If possible, multiple observations that focus on different areas of responsibility are desirable.
4. Observations should be spread over time to provide the supervisor with a fair sample of performance and to allow time for improvement.
5. Provision for additional observations at the request of the teaching staff member is desirable within the limits set by the resources available to the district.

## E. Observation Conferences

1. Post observation conference(s) are required. It is desirable for the supervisor and the teaching staff member to meet to discuss the goals of the evaluation process. Post-observation conferences should occur after each observation to confirm the data collected, provide feedback, and, where necessary, to provide assistance to the teaching staff member.
2. Timing is critical; conferences which take place too soon or too late or are hastily conducted will be counter-productive.
3. Supervisors might use these conferences to demonstrate recommended techniques.

## F. Use of Additional Certified Personnel

1. In cases where the responsible supervisor cannot carry out the entire evaluation because of limited knowledge of a content area, an additional supervisor may be used. However, this additional person should work with the teaching staff member over a period of time so the full benefits of evaluation and feedback are to be attained. The regulations require that all supervisors be properly certified and be charged with the direction and guidance of the work of the teaching staff member.

## G. Individual Improvement Plans

1. Individual improvement plans must be developed cooperatively by the supervisor and the teaching staff member and should be limited in their scope. They should focus on the most important areas of professional growth.
2. When an significant areas of weakness are identified, the improvement plan should be used to provide general guidance for voluntary professional development.



teaching staff member or in the program would lead to improved results during the subsequent school year. A summary of this data and its implications are to be placed in the annual performance report.

2. Pupil progress data refers to the multiple measures defined in E.F.A.C. 414-1.4 which include:

teacher observation, parental or guardian interview, formal and informal evaluation techniques, cumulative pupil records, student performance data collected through local testing programs which meet State criteria, State testing results and visual, auditory, and/or medical examination.

3. The review of this data should be conducted by a supervisor who is familiar with the students and the school context.

4. If the review of the data reveals that pupils have not made the progress expected, the supervisor and teaching staff member should consider what changes in the performance of the teaching staff member or changes in the programs being provided to children are likely to lead to improved results. Specific remedies should be identified and, as soon as possible, implemented.

## VI. MONITORING OF THE EVALUATION POLICIES AND PROCEDURES

### A. State Monitoring

The County Office of Education will monitor the implementation of the regulations. They will use the checklist contained in Appendix A to ensure compliance with the regulations.

### B. Local Monitoring

The local board of education and chief school administrator should provide for a process of evaluation and review of the policies and procedures adopted by the district. Staff evaluation takes significant amounts of time and can lead to more work if not properly reviewed. It would be advisable to set-up a biennial process of review by all parties concerned to ensure that the procedures are having the desired effects with the district.

## APPENDIX A

### State Monitoring Questions

1. Has the local board of education adopted policies and procedures for evaluation of tenured teaching staff?
2. Were tenured teaching staff members involved in the development of the district evaluation policies and procedures in a manner consistent with the requirement for "in consultation with"?
3. Are job descriptions consistent with teaching staff member responsibilities and with certification requirements?
4. Are teaching staff member job descriptions used as a foundation for evaluation?
5. Is "pupil progress" defined according to ELAC §:8-3.4?
6. Are evaluators of tenured teaching staff members appropriately certified?
7. Is there evidence of observation conferences?
8. Do the written performance reports contain:
  - (a) performance areas of strength?
  - (b) performance areas needing improvement if any?
  - (c) individual professional improvement plans?
  - (d) a summary of all available indicators of pupil progress and growth and how such data relates to the program and to the performance of the teaching staff member?
9. Are the annual written performance reports on record?
10. Are individual Professional Improvement Plans developed jointly from conferences between the evaluator and the teaching staff member?

Appendix B

NON-TROUBLED EXAMINATION REQUIREMENTS

NEW JERSEY ADMINISTRATIVE CODE

EDUCATION

TITLE 6

SUBTITLE 4. STATE BOARD OF EDUCATION

CHAPTER 1. SCHOOL DISTRICTS

SUBCHAPTER 1. RULES AND REGULATIONS

AUTHORITY: N.J.S.A. 18A:27-5.1 et seq.

§:2-1.12 Supervision of instruction; observation and evaluation of mentored teaching staff members.

(a) For the purpose of this Section, the term "observation" shall be construed to mean a visitation to a classroom by a member of the administrative and supervisory staff of the local school district, who holds an appropriate certificate for the supervision of instruction, for the purpose of observing a mentored teaching staff member's performance of the instructional process.

(b) Each of the three observations required by law shall be conducted for a minimum duration of one class period in a secondary school, and in an elementary school for the duration of one complete subject lesson.

(c) The term "evaluation" shall be construed to mean a written evaluation prepared by the administrative/supervisory staff member who visits the classroom for the purpose of observing a teaching staff member's performance of the instructional process.

(d) Each local board of education shall adopt a policy for the supervision of instruction, setting forth procedures for the observation and evaluation of mentored teaching staff members, including those assigned to regular classroom teaching duties and those not assigned to regular classroom teaching duties. Such policy shall be distributed to each teaching staff member at the beginning of his/her employment.

(e) Each policy for the supervision of instruction shall include, in addition to those observations and evaluations heretofore described, a written evaluation of the mentored teaching staff member's total performance as an employee of the local board of education.

- (c) Each of the three observations required by law shall be followed within a reasonable period of time, but in no instance more than 15 days, by a conference between the administrative/supervisory staff member who has made the observation and written evaluation, and the contemplated teaching staff member. Both parties to such a conference will sign the written evaluation report and retain a copy for his/her records. The contemplated teaching staff member shall have the right to submit his or her written disclaimer of such evaluation within ten days following the conference, and such disclaimer shall be attached to each party's copy of the evaluation report.
- (d) The purpose of this procedure for the observation and evaluation of non-tenured teaching staff members shall be to identify deficiencies, extend assistance for the correction of such deficiencies, improve professional competence, provide a basis for recommendations regarding reemployment, and improve the quality of instruction received by the pupils served by the public schools.

18A:27-3.1 Procedure for observation and evaluation.

1. Every board of education in this State shall cause each certificate teaching staff member employed by it to be observed and evaluated in the performance of his duties at least three times during each school year but not less than once during each semester, provided that the number of required observations and evaluations may be reduced proportionately when an individual teaching staff member's term of service is less than one academic year. Each evaluation shall be followed by a conference between that teaching staff member and his or her superior or superiors. The purpose of this procedure is to recommend as to reemployment, identify any deficiencies, extend assistance for their correction and improve professional competence.

18A:27-3.2 Statement of reasons for nonrenewal.

2. Any teaching staff member receiving notice that a teaching contract for the succeeding school year will not be offered may, within 15 days thereafter, request in writing a statement of the reasons for such nonreemployment which shall be given to the teaching staff member in writing within 30 days after the receipt of such request.

18A:27-3.3 Rules.

3. The provisions of this act shall be carried out pursuant to rules established by the State Board of Education.
4. This act shall take effect July 1 next following enactment.